

HIGH ASPIRATIONS

KNEBWORTH

Primary and Nursery School



Pupil Premium Strategy Statement 2024-27

*This strategy is reviewed on an annual basis
Next review date: October 2025*



RESPECT - RESPONSIBILITY - RESILIENCE

School Overview

Detail	Data
School Name	Knebworth Primary and Nursery School
Number of pupils in school	412 pupils –Sep 2024
Proportion (%) of pupil premium eligible pupils	11.6% (47 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025 (annual review)
Statement authorised by	Headteacher Sim Bains
Pupil Premium Lead	Assistant Headteacher Jessica Rix
Governor Lead	Sarah Aggrey

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,250
Recovery premium funding allocation this academic year	£1703.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,161.75

Part A: Pupil Premium Strategy Plan

Statement of Intent

Intent

To diminish any difference between disadvantaged children and their non- disadvantaged counterparts in all aspects of their education.

Our school vision is *Deep Roots and High Aspirations* and as such we want all our children to achieve equally; to do well academically and to thrive socially. Different starting points do not determine end goals and expectations for all children including children in the Pupil Premium group are aspirational. We firmly believe in developing the whole child and giving them the secure foundations, *deep roots*, essential for them to become *respectful, responsible, and resilient* young adults who can thrive in a modern society.

At Knebworth, we want to “*be known and recognised as an inclusive school of choice, where a holistic approach to every child’s development ensures that all their needs are met, that they feel valued and included in all aspects of school life and beyond*” (strategic goal). We feel passionately that all children, irrespective of disadvantage, deserve the opportunity to have a fully inclusive, high-quality education where their social, emotional and academic needs are met through a rich, broad and balanced curriculum.

In order to ensure equity, we do not treat children the same as all children need a personalised approach to help them achieve to their full potential. Impactful spending of Pupil Premium funding ensures all children within this group will meet their potential both academically in school, in the wider community and within their wider life experiences.

Implementation

At Knebworth Primary School, a robust cycle of daily/weekly/termly monitoring, assessing, target setting, and reviewing is used to inform pupil progress and enable the early identification of need and the planning of appropriate interventions in order to make good progress, raise attainment and diminish the gap between our disadvantaged and non-disadvantaged pupils.

Our aim to develop the whole child, offering a holistic approach to teaching by developing curriculum key knowledge and skills balanced alongside everyday life and functional skills. We believe these are crucial in developing resilience, confidence and life-long learners. Our focus is on supporting self-esteem through problem solving; developing communication and social skills; building resilience through mistake making and learning from one another; the promotion of independence and instilling pride in our learning. Real-life learning experiences produce outcomes which the children are proud of and remember.

Our Pupil Premium spending is based on high-impact, research-based recommendations from the Education Endowment Foundation and The Sutton Trust. Effective teaching, planning and robust implementation is the basis of our strategy.

‘Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils’ and that ‘social and emotional skills support effective learning and are linked to positive outcomes later in life.’

Education Endowment Fund, Sept 2024

Impact

At Knebworth, our Pupil Premium funding is used to remove barriers to overall achievement, both academically and holistically by;

1. Closing the attainment gap between PPG pupils and their non-PPG peers in line with national expectations.
2. Improving overall attendance, punctuality and engagement of PPG pupils and their families.
3. Ensuring high attainment of our more able PPG pupils.
4. Supporting pupil's wellbeing and mental health.
5. Increasing pupil's self-esteem and confidence.

Raising aspirations and increasing cultural capital by providing pupils with enriching experiences through the curriculum and extended school day.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance, punctuality and engagement - (Illness, lates and family circumstances causing poor attendance and engagement in school). Data shows that attendance has been between 2 and 4% lower for disadvantaged children than non-disadvantaged pupils. The main reason for pupils with persistent absence (below 90%) has been due to illness and/or family circumstances or poor wellbeing.
2	Slow development of language and communication/PSED skills for children entering EYFS. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

3	<p>Slower progress and attainment gap in essential key skills in Reading, Writing, Maths and Phonics. These findings are supported by national studies and is still an issue within our school. In Hertfordshire there is a particular crisis among our ‘economically disadvantaged children currently not progressing at the rate, nor achieving the levels that we would want them to as educators’ (HFL, 2023).</p>
4	<p>Challenges with social, emotional and mental health problems linked to home circumstances (e.g. domestic violence, separation, bereavement, trauma, attachment and early life trauma, parent mental health issues) Our Inclusion Team are working with an increased number of disadvantaged children who have experiences of early life trauma and Adverse Childhood Experiences which result in attachment trauma and poor mental health. Teacher’s seeking support from the Inclusion Team and referrals to external professionals has continued to increase year on year. High proportions of our disadvantaged children need SEMH interventions compared to their non-disadvantaged peers.</p>
5	<p>Low aspirations and limited enriching experiences through the curriculum and extracurricular activities. As a nation, we are seeing increasing numbers of children living in poverty (HFL, 2023) and this can reduce the access to opportunities and extra-curricular activities for those children. We want all children to have opportunities to take part in trips, music lessons, sporting events, clubs etc. in the hope that this increases aspiration for the future.</p>
6	<p>Children have low self-esteem and confidence. The level of anxiety and wellbeing/Mental health problems has increased since the pandemic. More children in general are suffering with low-self-esteem and confidence issues. This is particularly evident in our disadvantaged children. This can cause poor behaviour choices, lack of aspiration, difficulty building friendships, limited concentration in class and problems socialising with others.</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustain high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● The overall attendance rates for all pupils being at least 96%. ● The attendance gap between advantaged and disadvantages will have been reduced to less than 3%. ● The percentage of attendance of disadvantaged pupils who are persistently absent will show overall improvement and be less than 5% lower than their peers. ● The percentage of lateness for disadvantaged pupils who are persistently late will show overall improvement. ● Disadvantaged pupils will show higher levels of engagement in school. ● Parents/carers will show higher levels of engagement in school meetings and actively support school and their child in improving their attendance. <p>We will also see:</p> <ul style="list-style-type: none"> ● Children’s, parents’ and staff voices show improved positive views on school and learning. ● Teachers and/or inclusion team having meetings with parents/carers to address the attendance issues and plan for improvements. ● Observations and book scrutiny show increased engagement in school and learning. ● Attendance team involved in cases where children’s attendance is a continued significant concern.

	<ul style="list-style-type: none"> ● Parents/carers to engage with attendance team and/or other external professionals.
<p>The development of early language/communication/PSED skills for disadvantaged children in EYFS & KS1 is more in line with their non-disadvantaged peers.</p>	<p>Sustain improved progress and attainment from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● Assessments and observations indicate significantly improved oral language skills, communication and PSSED skills in EYFS and KS1. Evidenced in triangulation with other sources of evidence, including engagement in lessons, book scrutiny, formative assessment, Wellcomm assessment, IAELD, Specific language intervention assessments, playground and intervention observations, feedback from child, parents and staff. ● The language visible in the environment will be of a high quality helping to support good language development. ● The staff are trained and confident to deliver systematic and synthetic phonics being taught across the EYFS and KS1 in the correct sequence in line with the schools chosen phonics scheme (ELS) ● SENCO and EYFS and English Leads will have trained staff in the use of coordinating reading comprehension, phonics and oral language skills which has improved progress. ● Reception incorporates reading practice into their weekly timetable to improve oral language skills and reading comprehensions skills. ● The Herts phonics tracker will assess phonics from Year 1. ● The disadvantaged children will make overall improved progress, more in line with their peers in PSSED and communication and language development (GLD/EXS). ● Effective feedback used to improve progress- seen in observations and book scrutiny. ● Pupil and parent and staff voice show improved PSSED and language skills from their starting points

<p>Improved reading, writing, maths and phonics attainment for disadvantaged pupils.</p>	<p>Sustain improved progress and attainment in 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● The attainment gap between disadvantaged and non-disadvantaged pupils will continue to decrease each year. (Evidenced in assessment data and book scrutiny, observations). ● Children in KS1 and KS2 will make improved progress in key skills in reading, writing and maths more in line with their peers- seen in assessment data, observations, books. ● Disadvantaged children will show more engagement in their learning in class. ● Disadvantaged children will show positive progress based on their starting points against their individual learning on their pupil profiles. ● Barriers to learning will be swiftly identified and acted upon either within quality first teaching, the use of resources, targeted interventions or wider strategies so that pupils make positive progress, more in line with their peers. ● Pupil, parent and staff voice will show positive views on support in place and the progress being made. ● Pupils use the library effectively to choose books that are appropriate and challenging for them. ● Pupils engage with home learning across the school including reading, TTS. ● KS2 children engage with accelerated reader. ● Pupil intervention feedback forms will show positive and useful views on interventions received. ● Children who are not making progress in phonics, will through adapted interventions, based on evidence, make positive, improved progress. ● The staff are trained and confident to deliver systematic and synthetic phonics across the EYFS and KS1 in the correct sequence in line with the schools chosen phonics scheme which improves phonics progress for disadvantaged pupils (ELS) ● Staff are trained and confident in delivering key skills in reading comprehension, writing and maths which improves children’s overall progress.
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	<ul style="list-style-type: none"> ● Reception incorporates reading practice into their weekly timetable to improve oral language skills and reading comprehensions skills. ● To continue to be a hub maths mastery school and train staff to deliver effective lessons that have a low entry level and progress every child. For staff to all have high expectations for all children and to use high quality first teaching. ● The Herts phonics tracker will assess phonics from Year 1 and the % of disadvantaged pupils passing will be more in line with their peers. ● Lowest 20% of readers are identified in every class and are making improved progress, more in line with expected standards. ● Pupil voice shows improved confidence and enjoyment in reading in the younger children through Reader Leaders. ● The library has been improved to include a wider variety of interesting books and smaller, calmer spaces in which children and classes can use for reading experiences. ● More parents/carers are writing in their child’s reading record. ● Pupil and parent voice show more enjoyment in reading. ● Effective positive feedback is used to improve progress- seen in observations and book scrutiny.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● CPOMS and observations to show a decrease in poor behaviour incidents for all pupils. ● CPOMS and observations show behaviour incidents for disadvantaged pupils to be no more than for non-disadvantaged. ● Increased engagement in lessons are observed by staff in lessons and in books. ● Disadvantaged children and vulnerable children make improved progress more in line with their peers.

	<ul style="list-style-type: none"> ● Qualitative data from pupil voice, parents’ surveys and teacher observations show improved wellbeing. ● CPOMS and qualitative data show improved wellbeing from small garden, playground mentoring, mental health champions and sports ambassadors. ● Feedback in pastoral assessments show improved wellbeing scores (wellbeing scales, CORS, ELSA assessments) ● Progress and attainment will improve, particularly for disadvantaged children. ● Observations in class and on the playground and in pastoral support groups show improved behaviour choices, confidence and self-esteem and improved social skills and positive friendships being built. ● Teachers and INCAs are trained and confident to identify early signs of SEMH issues which result in swift classroom support for the pupils in order for children to make improved progress. ● Staff trained to deliver tier 1 SEMH support in class in the first instance. ● All staff are attachment and trauma aware and trained using the attachment and trauma toolkit. ● Through termly monitoring procedures, Teachers and Inclusion Manager’s work with children and parents/carers to identify concentration issues and any potential SEN difficulties to ensure appropriate provision is in place which improves progress. ● Referrals to external professionals made where necessary (School nurse, Tier 2 behaviour, Tier 3 behaviour outreach, CAMHS, Wellbeing Team, SPA) to improve wellbeing and progress. ● General pupil wellbeing is improved through following the weekly Kapow scheme that focuses on teaching SEL skills through the curriculum. ● Staff are consistent in their positive behaviour approach based on principles outlined in Hertfordshire Steps, in line with the school behaviour policy.
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	<ul style="list-style-type: none">● Staff consistently use Herts Steps resources to understand behaviour and to make a plan of action with parents/carers which improves behaviour and wellbeing and learning.● Staff and all stakeholders to 'buy in' to the revised Behaviour Policy and the new Behaviour Curriculum in order to create consistency and transparency and improved behaviour outcomes for all pupils.● Reasonable adjustments are made for children identified, ensuring access to the curriculum, and the learning environment to ensure the children are fully included into school life.● Qualitative data shows that children are able to self-regulate better and quicker resulting in better engagement in learning and improved progress.● The Senior MH lead and deputy MH leads are up to date with training and continue to disseminate training to the rest of the staff to ensure current practice is relevant and of a high quality.● Tiered approach to supporting pupils with SEMH needs are followed by all staff to ensure early identification and appropriate support is in place to improve wellbeing and to ensure the needs of the child are met. (Adapted from Hertfordshire's emotional wellbeing and behavioural strategy)● Pastoral Lead and Behaviour Lead/support to continue training in evidenced based practice in order to effectively support pupils with SEMH needs, particularly disadvantaged pupils (Drawing and Talking, Sand Therapy, Emotional Literacy Support assistant, Heads Up Kids, Protective Behaviours)● The use of the small garden inside and outside will be established and will support children with SEMH needs at lunch time/playtime and decrease the incidents of poor behaviour.
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	<ul style="list-style-type: none"> • The children as leaders/mentors at playtimes (Small Garden mentors and Mental Health champions) will be established and the children will be equipped to support low level issues with children on the playground. • OPAL will be established and this will support children at lunch time with keeping them engaged and interested. This will decrease the incidents for poor behaviour at playtimes and after lunch in class.
<p>Children are able to articulate their desires and aspirations for the future. Experiences for disadvantaged children will be enhanced through a rich and varied curriculum and increased access to extracurricular activities.</p>	<p>Sustain increased experiences and extracurricular activities from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The children’s aspirations will be raised and we will increase cultural capital by providing pupils with enriching experiences through the curriculum, extracurricular activities and the extended school day. • Pastoral interventions, observations and pupil voice and assessments show improved eagerness, engagement and motivation in learning. • Emotional check in and other pastoral interventions or within the Kapow lessons show ability to articulate desires and aspirations. • Involvement in enrichment opportunities such as trips, music lessons, clubs increases for disadvantaged children in order to improve life skills and wider opportunities. • The PPG will fund more external visitors and enrichment opportunities. • Effective positive feedback is used to improve enthusiasm and motivation in children’s learning. • Observations and book scrutiny show that lessons are broad, balanced and inspirational which increases engagement in learning.

	<ul style="list-style-type: none"> • OPAL will be established and this will support children at lunch time with keeping them engaged and interested. This will improve children’s wellbeing and enhance children’s opportunities and access to activities. • Use of active learning strategies will be increased inside and outside and this will improve children’s engagement and motivation in school and in their learning. • The children as leaders/mentors at playtimes (Small Garden mentors and Mental Health champions) will be established and this will include disadvantaged children. It will give them mentor experience and more responsibility which will help improve their social skills and wellbeing.
<p>Disadvantaged pupils will show improved self-esteem and confidence.</p>	<p>Sustain high levels of self-esteem and confidence from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Assessments, observations and pupil voice show improved eagerness, engagement and motivation in learning. • Pastoral interventions, observations and pupil voice/staff voice show improved self-esteem and confidence in school. • Pastoral interventions, observations and pupil/staff/parent voices show increased self-esteem and confidence at home. • Effective positive feedback is used to improve enthusiasm and motivation in children’s learning. • OPAL will be established and this will support children at lunch time with keeping them engaged and interested. This will improve children’s wellbeing and confidence. • Use of active learning strategies will be increased inside and outside and this will improve children’s engagement and motivation in school and in their learning. • The children as leaders/mentors at playtimes (Small Garden mentors and Mental Health champions) will be established and this will include disadvantaged children.

	<p>It will give them mentor experience and more responsibility which will help improve their social skills and wellbeing.</p> <ul style="list-style-type: none"> • Staff will give children reasonable responsibility within class to improve confidence. • Staff will build positive relationships with children to ensure they feel valued and 'seen' in our school. • Positive praise and rewards are used effectively and reasonably with each child to increase self-esteem and confidence (house points, values assembly, private praise/public praise, extra responsibilities/activities in class or in school)
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** and for the next three years to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Making the Difference for Disadvantaged Pupils in Hertfordshire Primary Schools	Research based approach supported by Marc Rowland (national expert on supporting disadvantaged pupils). Using your pupil premium funding effectively - EEF	2, 3, 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Continuation of standard reading interventions across the school Develop pupil's reading fluency (EEF) Teach reading comprehension strategies through modelling and supported practice (EEF)	Improving Literacy in Key Stage 2 Seven recommendations to improve literacy teaching for 7 – 11 year-olds - EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3
Wellcomm early Language assessment and the use of the funded digital Wellcomm will continue	WellComm helps you to identify pre-school and primary school children who are experiencing barriers to speech and language development so that you can support them early in their education journey (GL Education). https://www.gl-assessment.co.uk/assessments/products/wellcomm/	2,3
Additional Support Staff Funding to allow for TA in all KS1 classes 5 days per week and at least 3 days per week in KS2.	This will allow PPG pupils to be targeted in all classes and year groups. Pupil to adult ratios will be reduced across the school allowing PPG children to be taught in smaller groups. Additional TA over above ratios in Nursery and Reception. Use Education Endowment Fund research to guide	1-6

<p>Develop pupils speaking and listening skills and wider understanding of language (EEF)</p> <p>Promote high quality adult-child interactions, collaborative approaches and purposeful speaking and listening activities.</p> <p>Continue to embed our bespoke school curriculum to ensure cumulative skills, knowledge and vocabulary are explicitly taught across the school.</p> <p>Embedding dialogic activities across the school curriculum e.g. VIPERS, reading lessons and consistent working walls. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase resources and fund ongoing teacher training and termly release time for all subject leaders.</p> <p>Wellcomm screening for all children in Nursery and EYFS.</p>	<p><i>Interventions.</i></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Our SEA visits have verified that high quality language in the school, consistent working walls will improve the children’s vocabulary and language skills.</p> <p>EEF guidance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>2,3, 6</p>
<p>Continued use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (<i>Essential Letters and Sounds –ELS</i>)</p> <p>Monitoring of the delivery and assessment of ELS- time, cover, training</p> <p>Weekly release time for EYFS lead and release time for English leads</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 6</p>

<p>Focus smaller group phonics sessions in all teaching across EYFS and KS1 through parallel teaching.</p> <p>Children will receive explicit and systematic phonics teaching by trained members of staff, starting at EYFS and continuing throughout KS1. This will help to close the disadvantage gap. All EYFS /KS1 staff are trained in our ELS phonics scheme and new staff are trained.</p>		
<p>The continuation and review of our bespoke Knebworth curriculum with aspirational exit outcomes and opportunities for enrichment opportunities for all.</p>	<p>We aim for highly aspirational meaningful outcomes to learning across the curriculum through a cross curricular approach and a motivating curriculum that is full of active learning experiences and enrichment opportunities to increase cultural capital.</p>	<p>1 to 6</p>
<p>Resourcing the curriculum</p> <p>To further enhance teaching and learning through the use of active learning strategies in both the indoor and outdoor (One of our SDP aims for the school.) Lessons across the school to show more of a balance between teacher talk and pupil involvement resulting in less cognitive overload for some pupils.</p> <p>Technology and other resources focussed on supporting high quality teaching and learning</p> <p>Continue to sources resources for supporting children’s sensory and SEMH needs, with a focus on PPG children</p> <p>Review and repurpose our library to make it more of a calm space for children and classes to access reading for enjoyment and learning.</p>	<p>We aim to give children motivating and exciting opportunities within the curriculum through the use of resources making learning more accessible and engaging for all.</p> <p>OPAL - https://outdoorplayandlearning.org.uk/the-opal-primary-programme/</p> <p>Active learning https://www.cambridgeinternational.org/Images/271174-active-learning.pdf</p>	<p>1 to 6</p>

<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Whole school strategies such as: Pencraft, Take One Book, Talk for Writing and immersive and creative opportunities to engage all children.</p> <p>Funded teacher release time to embed key elements of guidance in school and to access the English leads and CPD.</p>	<p>Herts for Learning writing TAFS (2019) are being used as of Autumn 2021 alongside the DfE national curriculum to track writing progress.</p>	<p>3, 6</p>
<p>Teacher feedback and AFL strategies will be embedded into our educational practices and supported by professional development and training for staff.</p> <p>Robust marking policy to be consistently applied and regularly evaluated.</p>	<p><i>'All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be'.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>1 to 6</p>
<p>Professional development for all staff throughout the year that is aligned to the wider school improvement priorities and also to the personal aspects of development that the staff feel would help them to better meet the needs of the children.</p> <p>Staff share responsibility and accountability for improving outcomes for all pupils.</p> <p>High quality teaching has a long-term positive impact on pupils life chances, particularly for children from disadvantaged backgrounds' (NPQH research)</p>	<p><i>Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al, 2014)</i></p> <p><i>Research indicates that the quality of the training and the time allocated throughout the year is more beneficial.</i></p> <p><i>Research shows that significant impact will be seen by focusing on teacher influence, behaviour management and social and emotional learning (EEF)</i></p>	<p>1-6</p>

<p>Continue with the school's maths hub and training for mastery maths teaching</p> <p>Use of expertise and training from maths hub specialist who is attached to the school</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-subsidised-programme EEF</p>	2,3
<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. EEF</p> <p>To use the 'Thinking Matters'- 'Meta-Learners'... metacognitive, self regulating learners, evidenced to surpass academic expectations and primed with the thinking skills and learning dispositions to thrive in an increasingly AI influenced world'.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation EEF</p> <p>https://www.thinkingmatters.com/</p>	2,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills e.g. a variety of books, No Outsiders programme, Wellcomm, Big Book of Ideas, Language for Thinking.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><i>Oral language interventions EEF (educationendowmentfoundation.org.uk)</i></p> <p><i>Sandwell Keeps Talking with help from WellComm Early Years - GL Assessment (gl-assessment.co.uk)</i></p>	<p>2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our resources from Essential Letters and Sounds (ELS)</p> <p>Some intervention within class with teacher or INCA and some with specialist SEND INCA outside of class</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><i>Phonics Toolkit Strand Education Endowment Foundation EEF</i></p>	<p>2, 3, 6</p>
<p>Staff training to ensure early identification of SEN needs in order to remove barriers to learning at the earliest opportunity and to adapt teaching to meet individual needs</p>	<p><i>SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)</i></p> <p><i>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</i></p> <p><i>EEF</i></p>	<p>2,3,4,5,6</p>

<p>Build a holistic understanding of the children and their needs- build positive relationships</p> <p>SPLD evidenced interventions from SEND INCA or other trained INCAs e.g. Magic spells, Whizzy Words, Reading Revival, Morph mastery, ELS phonics</p> <p>Continue to train pastoral lead with evidence based SEMH interventions to effectively improve the wellbeing and mental health of our pupils. (protective behaviours, sand therapy, drawing and talking advanced)</p> <p>Continue to train and support our Behaviour Lead and support in their ELSA (Emotional Literacy Support assistant) planning and intervention. Ensure they attend supervision and liaise with school staff, child and parents/carers in order to best meet the needs of the child</p>	<p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Provide a blend of tuition, mentoring and school-led tutoring for pupils who are not progressing well.</p> <p>Tuition sessions to be delivered 1:1 by a specialist SEND INCA or trained INCA in school (Reading Revival, magic spells, Morph Mastery, Speech language- from NHS Education Lead)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 6</p>

	<p>Early intervention address gaps in KS1 phonics/reading KS2 spelling</p> <p><i>Phonics Toolkit Strand Education Endowment Foundation EEF</i></p>	
<p>Targeted groups for PPG children focus on pre learning and overlearning. Small groups and 1-1</p>	<p>PPG children to receive additional pre-learning/overlearning targeted support from TA/Teacher. Interventions to support children in class, during learning and also other times in the day.</p> <p><i>Small group tuition Teaching and Learning Toolkit EEF</i></p> <p><i>Mathematics guidance: key stages 1_ and 2</i></p> <p><i>Improving Mathematics in Key Stages 2 and 3</i></p>	2, 3, 6
<p>Additional Booster groups led by experienced leaders in the school.</p>	<p>Additional booster groups for PPG and vulnerable Year 6 children.</p> <p><i>Small group tuition Teaching and Learning Toolkit EEF</i></p> <p><i>Mathematics_guidance: key stages 1_ and 2</i></p> <p><i>Improving Mathematics in Key Stages 2 and 3</i></p>	2,3,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school staff training on behaviour management, anti-bullying approaches, and our new behaviour curriculum with the aim of developing our school ethos and improving behaviour across our school.</p> <p>Hertfordshire Therapeutic Thinking approach to behaviour management will continue to be used in the interim of planning and implementation of our new Paul Dix behaviour practice.</p> <p>To implement and train staff in the Paul Dix 'Relational Behaviour Practice' (All staff to attend training and to read: 'When The Parents Change Everything Changes')</p> <p>Develop and embed the new behaviour policy and the behaviour curriculum to support consistency and transparency and to improve the behaviour across the school.</p> <p>Behaviour interventions led by Behaviour lead/support or pastoral lead (ELSA, Drawing and Talking, EBSA etc)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p> <p>Paul Dix works internationally on Behaviour, Culture and School Reform. His new book '<i>When The Parents Change Everything Changes</i>' is published by Cornerstone Press, Penguin Random House and is out now. https://www.pauldix.org/</p> <p>Therapeutic thinking Herts https://theqid.org.uk/wellbeing/behaviour/therapeutic-thinking-hertfordshire</p>	<p>1, 4, 5, 6</p>

<p>CPOMS- staff will log concerns about individual children on an electronic database. This will enable DSLs to ensure early help is offered to the most vulnerable families at the earliest possible opportunity.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF</p> <p>https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/summary-guidance-for-schools-on-emotionally-based-school-avoidance-pdf-438kb.pdf</p>	
<p>Improve the school's Social, Emotional and Mental Health (SEMH) offer through a consistent scheme and progressive scheme of work (KAPOW) plus the use of our bespoke Wellbeing school approach (<i>adapted from Herts emotional wellbeing and behaviour strategy</i>)</p> <p>Emotional literacy schemes are used in EYFS and Key Stage 1 to support children to understand their emotions and teach them how to manage them effectively. All EYFS and KS1 staff have been trained to use the Heads Up Kids programme. This will potentially replace the Zone of Regulation once we have explored the impact. <i>Heads Up Kids is a charity providing a social and emotional wellbeing curriculum to primary schools. Heads Up Kids trains teachers to deliver this curriculum to the whole class ensuring that all children are supported with emotional literacy, emotional regulation, getting on with others and resilience. Heads Up Kids supports a whole-school approach to wellbeing.</i></p> <p>Specific resources, such as Social Stories, Comic Strip Conversations and a variety of literature are used to support children.</p>	<p><i>Herts emotional wellbeing and behaviour strategy</i></p> <p>https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/summary-guidance-for-schools-on-emotionally-based-school-avoidance-pdf-438kb.pdf</p> <p><i>Heads Up Kids-https://headsupkids.org.uk/</i></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) Children who are from disadvantaged backgrounds, on average, have weaker SEL skills : EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1 to 6</p>

Whole class wellbeing lessons which teach mindfulness techniques and emotional self-regulation strategies through wellbeing lessons and also throughout the school week. (KAPOW PSHE, SEL, collaborative learning, self-regulation -EEF).

Provide targeted social, emotional and mental health support to identified children across the school (E.g. My Time, Marvellous Me, Emotional Check ins, Bright Stars, Protective Behaviours, Talking and Drawing, Play mentoring – Assessments- CORS Scales, Boxall Profile, SDQs, Emotional Check ins, soft starts, wellbeing scales)

Knebworth School has a clear tiered approach to supporting children with possible or identified SEMH difficulties- in line with Hertfordshire’s emotional wellbeing and behaviour strategy through which decisions and actions are made, reviewed, refined and revised.

https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf

The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders and social-emotional theories.

<https://www.zonesofregulation.com/research-evidence-base.html>

<https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations>

<p>Improve the playground provision – small garden continues to evolve and be planned and resourced appropriately resourced to meet the needs of the children in our school. Continue to make use of the outdoor and indoor provision and inclusion/SLT staff at lunchtimes to lead this provision and monitor impact. This will allow for a quiet, safe space within the playground or inside the inclusion hub for identified children who need to develop their SEMH skills to ensure safer, happier playtimes.</p> <p>Weekly physical development sessions to be offered by a qualified sports coach (JM) small groups of targeted children who need extra SEMH intervention and movement.</p>	<p><i>Physical development approaches EEF (educationendowmentfoundation.org.uk)</i></p> <p><i>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</i></p>	<p>1, 4, 5, 6</p>
<p>Extra-curricular activities and clubs</p> <p>Financial support for school trips; support for voluntary contributions.</p>	<p>We will continue to subsidise After-School Activity Clubs to help widen the interest of children and give them new experiences. We will continue to offer a range of clubs. All teachers run 1 club per year and PPG children are encouraged to join and given these opportunities.</p> <p>This will enable more children to be able to access school trips to help widen the interest of children and give them the new experiences.</p>	<p>4, 5, 6</p>

<p>Develop 'Children as Leaders' in the school, with a focus on disadvantaged pupils- Continue to develop the opportunities for children being given responsibility across the school (Small garden mentors, Children as Mental Health Champions, Eco leaders)</p>	<p>This has already had a positive impact on children's wellbeing across the school. We want to give more vulnerable children these opportunities.</p>	<p>5, 6</p>
<p>Communicating with and supporting parents/carers- workshops, coffee mornings, meetings Parents/carers having more opportunities to engage in school life- open evenings, parent evenings (face to face) stay and play sessions, CommUNITY events.</p>	<p>This will help keep children safe online. Parental knowledge will be improved to be able to support children. Parents and staff will work together to support children more effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1 to 6</p>
<p>Trauma and attachment aware school- All staff will continue to have annual training in the Attachment and Trauma Toolkit from Hertfordshire Virtual School in order to understand the impact of early life trauma and ACES and how we can identify this and support children effectively.</p> <p>Key staff who work with vulnerable children will be offered supervision to enable them to cope with the emotional demands of the role.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/trauma-informed-short-term-managed-intervention-centres-2024-pilot? EEF Pilot</p> <p>https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=toolkit&page=1&resultsPerPage=10&view=list&categoryfilters=0/1/1370/1371/1372/1375 Virtual School</p> <p>'The purpose is to ensure competent accountable practice, continuing professional development,</p>	<p>4, 5, 6</p>

	<p>personal support and engagement with the organisation through achievement of agreed goals and outcomes’.</p> <p>https://trixcms.trixonline.co.uk/api/assets/hertfordshir_escp/f611238a-6edb-4679-ba91-ae12608d1caf/supervision-strategy.pdf</p>	
<p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance- this will involve training and release time for staff to implement new procedures and interventions.</p> <p>Continue with tracking and monitoring systems for attendance (Arbor, attendance in school team, external attendance team)</p> <p>Continue to hold meetings with parents/carers to find reasons for poor attendance and work together to remove barriers.</p> <p>Work with Inclusion team and external professionals, including the link attendance officer when needed, to remove barriers to poor attendance.</p> <p>Use of EBSA resources for Emotionally Based School Avoidance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/monitor-the-impact-of-approaches</p> <p>https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/summary-guidance-for-schools-on-emotionally-based-school-avoidance-pdf-438kb.pdf</p> <p>Executive summary</p>	<p>1</p>

<p>Targeted, robust strategies for tackling poor attendance – funded transport and introduction of new funded breakfast provision with the pastoral lead to tackle persistent latecomers and persistent absentees</p> <p>Funded places for PPG children at the Knebbers Crew breakfast and after school club (2x week)</p>	<p>Magic Breakfast EEF (educationendowmentfoundation.org.uk) Updated evaluation found that supporting schools to run a breakfast club free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,4</p>
<p>To improve social and emotional skills, including resilience through life skills and enrichment opportunities</p> <p>PPG children to be prioritised for enrichment opportunities and clubs e.g. craft club, book clubs, LEGO clubs etc</p> <p>Music enrichment opportunities e.g. Choir, Young Voices, EYFS African drumming sessions and funded peripatetic lessons or lessons through our music lead teacher or external music providers</p> <p>Resource the use of clay and sand resources in the EYFS to improve children's fine motor skills and imaginative play. '</p>	<p><i>In conjunction with the EEF, 'we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'.</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>'Clay exploration provides opportunities for 'guided play' as described in the Early Years Pedagogical Continuum in the EEF toolkit' (Dr Lucy Parker)</p> <p>https://www.strongerpracticehubs.org.uk/sites/default/files/uploads/docuemnt/22/Exploring%20Clay%20Dr%20Lucy%20Parker%5B1%5D.pdf</p>	<p>1, 4, 5,6</p>

	https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning	
<p>DSL and DDSL to receive appropriate training for their role as safeguarding leads</p> <p>Designated Teacher to attend the PPG annual conference and to liaise and work with the virtual school in order to better support disadvantaged children.</p> <p>NPQH training for all SLT. Other middle leaders also training in leadership and other areas of whole school development</p>	<p>DSL/safeguarding training to safeguard children in the school and to access support for families.</p> <p>Leadership training will support staff in their strategic development to enable them to develop a better understanding of their own strengths and areas for development and how they can help SLT move the school forward and improve children's outcomes and welling.</p>	2,3,4

Total budgeted cost: £61,000

Contingency Fund: £15,161.75

Contingency fund for acute individual needs or issues over the three years of the plan.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1 to 6
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